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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | |
| Subject: Math | **Teacher:** | | **Grade Level:K** | **Date(s):Week 1** | |
| **Curriculum Area:** | Math | | **I Can Statements & Learning Targets (I can……..):** | I can count objects.  I can count to 10 by ones starting at 1. | |
| **Content: NC ScoS** | **CC.1** Count to 100 by tens and ones;  **CC.4** Understand the relationship between numbers and their quantities  a. Say the number names in standard numbers  b. Last number named said tells the number of objects counted  c. Each successive number names a quantity that is one larger | | **Technology Standards & Resources:** | **Ipad app – Simple Counting** | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | How can I count objects?  What does a number mean? | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) |  | |
| **Vocabulary:**  Academic/Content | Count , order | | **Teacher Resources:** | Assessment: Have students count objects in a set.  This has a checklist where you can individually assess students on their counting skills. <http://standardstoolkit.k12.hi.us/rote-counting-checklist-k-cc-1/>  This site has an entire module of lessons on counting and cardinality, you might want to look at these lessons as well. <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | |
| **Monday**  **Subject Integration:** | **Whole Group**  Labor Day Holiday | | **Small Group** | | **Independent Work** |
| **Tuesday**  **Subject Integration:**  [**https://www.youtube.com/watch?v=9ir\_l7qTiZ4&feature=kp**](https://www.youtube.com/watch?v=9ir_l7qTiZ4&feature=kp) | **Whole Group**  <https://docs.google.com/document/d/1tNkzAQZm1cwGWcSEOf7wimh_PfMiDnZdgJQDuJ5LO-8/edit>  Each day you use the Number Parade to practice counting 1 – 10  Also you can use the link and incorporate counting through song. <https://www.youtube.com/watch?v=diMJIlv-4N0> | | **Small Group**  Throughout the week, work on counting objects up to five. | | **Independent Work** |
| **Wednesday**  **Subject Integration:**  **Remember each day to review counting to 10 through song and dance as a mini-review**  [**https://www.youtube.com/watch?v=9ir\_l7qTiZ4&feature=kp**](https://www.youtube.com/watch?v=9ir_l7qTiZ4&feature=kp) | **Whole Group**  Read Aloud Chart Paper Rhyme from following link  <http://www.k-5mathteachingresources.com/counting-rhymes.html>  Large Number Line Cards and Counting Book Link <https://docs.google.com/document/d/1ZBPYuLADgE8Z-Z6gi7h4VnrpMWaMpvPEsczVoEIB0oI/edit>  **Introduce Number Line**   1. Introduce the number 1 using *Big Number Line Cards*. Point out five frame at bottom, asking students to count the number of dots. 2. Teach writing the number 1. Follow this [link](https://www.youtube.com/watch?v=SXym-UG3esY) ([www.youtube.com/watch?v=SXym-UG3esY](http://www.youtube.com/watch?v=SXym-UG3esY)) for a song/rhyme for all numerals. 3. Display card in classroom in a space large enough to add all numbers 1-10 (board, wall) as they are introduced, creating a number line.   **Introduce Counting Book**   1. Introduce *My Counting Book*. Allow students to write their names on cover. You may want to staple complete books ahead of time or give only one page at a time. Today, only number 1 will be completed. 2. Review rhyme for writing the number 1 from [video](https://www.youtube.com/watch?v=SXym-UG3esY) (www.youtube.com/watch?v=SXym-UG3esY). Have students sky-write 1 while saying the rhyme aloud. Model writing the number 1 on the lines provided in the book (be sure to include leaving a finger space between each 1). Allow students time to write their own 1s in their books. Circulate to give support and feedback. | | **Small Group**  You may elect to complete the entire *My Counting Book* in the small groups. | | **Independent Work** |
| **Thursday**  **Subject Integration:**  **Remember each day to review counting to 10 through song and dance as a mini-review**  [**https://www.youtube.com/watch?v=9ir\_l7qTiZ4&feature=kp**](https://www.youtube.com/watch?v=9ir_l7qTiZ4&feature=kp) | **Whole Group**   * Reread Counting Rhyme on chart paper (Focus on the number 2 in the rhyme * Introduce the number 2 using the MX-Giant Number Cards. Ask students to count the dots aloud with you. * Add the 2 card to the class number line. Practice pointing and counting aloud. * Teach writing the number 2. Model writing using all three lines and leaving a finger space between numbers. Follow this [link](https://www.youtube.com/watch?v=SXym-UG3esY) ([www.youtube.com/watch?v=SXym-UG3esY](http://www.youtube.com/watch?v=SXym-UG3esY)) for a song/rhyme for all numerals. * Practice “writing” the number 2 by skywriting, walking in the shape of 2, writing on a friend’s back, or other gross motor/sensory methods. * Pass out and My Counting Book and turn to page 2. Draw students’ attention to the ten frame and ask them to count the dots. Tell them that this is number they will practice counting, writing, and drawing today. * Model using the lines provided to practice writing the number 2. Allow time for students to practice writing the number 2. Circulate and provide support as needed.   \*\* Have students bring their counting books to the small group to finish drawing the scenes of two. You may elect to do the entire Counting book in small group for each day until finished. | | **Small Group**   * Model thinking of an idea for your scene of two. I can draw two trees on a hill. I can draw 2 cars on the road. I can draw two puppies. Model quickly drawing your scene and then checking to make sure that your drawing shows a scene of two. Ask students to share what they will draw with a partner, then allow time for students to draw (and color, if you wish) their scene in the box provided. (At this point several students may still need a higher level of support. Look for students having difficulty making a choice about what to draw, students who do not stop at 2 objects, or who do not understand that the 2 objects must be the same type of thing.) * Model tracing and completing the sentence at the bottom, stretching out the word not given to hear all sounds. At this point, focus only on sounding one word. Students may write more complex sentences in time, if they are able. Allow time for students to trace and complete their own sentences. | | **Independent Work** |
| **Friday**  **Subject Integration:**  **Remember each day to review counting to 10 through song and dance as a mini-review**  [**https://www.youtube.com/watch?v=9ir\_l7qTiZ4&feature=kp**](https://www.youtube.com/watch?v=9ir_l7qTiZ4&feature=kp) | **Whole Group**   * Reread Counting Rhyme on chart paper (Focus on the number 3 in the rhyme * Introduce the number 3 using the MX-Giant Number Cards. Ask students to count the dots aloud with you. * Add the 3 card to the class number line. Practice pointing and counting aloud. * Teach writing the number 3. Model writing using all three lines and leaving a finger space between numbers. Follow this [link](https://www.youtube.com/watch?v=SXym-UG3esY) ([www.youtube.com/watch?v=SXym-UG3esY](http://www.youtube.com/watch?v=SXym-UG3esY)) for a song/rhyme for all numerals. * Practice “writing” the number 3 by skywriting, walking in the shape of 3, writing on a friend’s back, or other gross motor/sensory methods. * Pass out and My Counting Book and turn to page 3. Draw students’ attention to the ten frame and ask them to count the dots. Tell them that this is number they will practice counting, writing, and drawing today. * Model using the lines provided to practice writing the number 3. Allow time for students to practice writing the number 3. Circulate and provide support as needed. * Continue with drawing the scenes of three as list above in the previous days. | | **Small Group** | | **Independent Work** |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** |